DOCUMENT RESUME

ED 063 809 FL 003 132

TITLE Foreign Language: Introductory Spanish. Part I.
INSTITUTION Dade County Public Schools, Miami, Fla.
PUB DATE 71
NOTE 27p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS Audiolingual Skills; Basic Skills; *Behavioral Objectives; *Conversational Language Courses; Cultural Education; Educational Guidance; *Instructional Materials; *Language Instruction; Language Skills; Listening Skills; Modern Languages; Reading Skills; *Spanish; Teaching Guides; Textbooks; Vocabulary Development; Writing Skills
IDENTIFIERS *Quinmester Program

ABSTRACT

This introductory course teaches students to speak contemporary Spanish through the use of short dialogues based on typical school activities. Emphasis is on oral Spanish, "-ar" verbs in the present, interrogatives, and hints on how to read. Objectives for culture study and the development of student attitudes are also presented. Performance objectives for listening, speaking, writing, and reading skills are included. (RL)

ED 063809

AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

DADE COUNTY PUBLIC SCHOOLS

FOREIGN LANGUAGE

Introductory Spanish

Part 1

7503.11

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

DIVISION OF INSTRUCTION • 1971

FL 003132

INTRODUCTORY SPANISH

Part 1

7503.11

DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
1971

CONTENTS

Course Description iii

Broad Goals and Performance Objectives 1

Course Content 9

Suggested Procedures 15

Evaluations 18

References 21

COURSE DESCRIPTION

Learn to speak contemporary Spanish through the use of short dialogs which take the student from the telephone to a record player and to a movie. Emphasis is on oral Spanish, -ar verbs in the present, interrogatives and hints on how to read. The logical sequence to this quin is 7503.12 or 7503.22.

7503.11

BROAD GOALS AND PERFORMANCE OBJECTIVES

These minimum objectives will be met with 70% proficiency by a majority of the class unless otherwise specified.

I. Listening Skills: According to his level of maturity and achievement, the learner will indicate by overt and/or spoken reaction his

A. Understanding of the target language spoken at normal tempo.

1. Given orally pairs of words, in which one word is English and the other is Spanish, the student will distinguish the longer sound of the English vowel and write the numbers 1 or 2 for the 1st or the 2nd word heard under the row labeled English or Spanish on his answer sheet.

2. Given orally pairs of words, in which one word is English and the other is Spanish, the student will distinguish the similar consonant sound and write the numbers 1 or 2 for the word heard under the row labeled English or Spanish on his answer sheet.

3. Given orally pairs of words, in which one word is English and the other is Spanish, the student will distinguish the completely different sound of both consonants.

(r) English Spanish (11) English Spanish

repeat - repetir village - villa

rapid - rapido

The student will mark 1 or 2

4. Choose the correct answer after listening to twelve sentences with a pair of phrases or sentences after each, by marking A or B as the logical rejoinder.

5. Choose the correct completion after listening to ten sentences within the frame of expressions taught, from which one or two words are omitted by writing the leter a, b, or c.

B. Comprehension of new arrangements of familiar content, the learner will.

1. Select the appropriate rejoinders within the limits of the material taught after listening to a series of sentences in which three rejoinders are suggested for each one, by marking a, b, or c.

2. Identify correctly the content of a few sequential sentences spoken orally by marking a, b, or c on the answer sheet.

C. Understanding of conversation based on everyday situation, the learner will listen to five simple dialogs, each followed by names of situations previously studied and indicate by marking a, b, or c which situation identifies the dialog heard. The majority of the class will choose

correctly at least three out of five

II. Speaking Skills: According to his level of maturity and achievement, the pupil will talk with intonation and pronunciation acceptable to the teacher. He will:

A. Imitate speech of models at natural speed.

1. Given orally pairs of words, the first word containing a single "r" and the second word containing a double "r". The student will repeat both words. 80% degree of success.

2. Given orally pairs of words, the first word containing a single "l" and the other containing a double "ll", the student will reproduce the sounds of both words. 80% degree of success.

3. Given orally pairs of words, the first word containing a "y" sound and the second containing a "ll" sound, the student will reproduce them both.

B. Discriminate and pronounce sounds. The learner will pronounce correctly the sounds emphasized in the material taught.

C. Speak with acceptable intonation. The learner will say the lines of the dialog taught with acceptable intonation.

D. Perform necessary changes in form and order.

1. Given orally short questions the student will answer using one or two words.

2. Given orally short statements, the student will turn them into questions using the correct question word and the right word order.

3. Given a short narrative followed by questions, the student will answer the questions according to the narrative.

III. Reading Skills: According to his level of maturity and achievement, the pupil will demonstrate by oral or written reaction his:

A. Awareness of sound-letter correspondance and correct intonation.

1. Given orally pairs of words in which the sounds already taught are present, the student will mark down the written words on his answer sheet, matching by means of a line, the pair of words heard. The student will hear: coro - corro, etc.

coro - allá	ere - erre
aya - corro	Sila - perro
Vila - villa	ela - silla
	pero - ella

2. Given orally the words for the numbers (1-12) the student will circle the figure for each number he hears on a previously prepared answer sheet. 90% degree of success.

B. Skill of oral reading as evidenced by correct intonation and juncture. The learner will read aloud any material

previously learned audiolingually..

C. Skill of reading with direct comprehension recombinations of materials already taught audiolingually

1. Given a certain number of written questions, or incomplete sentences concerning the situations and vocabulary taught, the student will mark the answer or the missing word on a previously prepared answer sheet showing direct comprehensions of the material.

2. Given short written narratives followed by questions and answers, the student will match the questions and the answers concerning the narrative.

IV. <u>Writing Skills</u>: According to his level of maturity and achievement, the pupil will:

A. Copy in the target language that which he has previously heard, spoken and read with 90% accuracy.

B. Write from dictation with 90% accuracy.

1. Given orally the names of the character of the dialog, the student will write them.

2. Given orally short sentences from the material taught, the student will write them.

3. Dictated any numerals from 1-12, the student will write them with 85% proficiency.

C. Spell the words whose sounds and symbols have been taught.

1. Given a list of words whose sounds and symbols have

been already taught, the student will illustrate, by means of magazines or newspapers cut outs, the meaning for the words and write them . 80% degree of success.

2. Given a ditto or stencil with drawings corresponding to the meaning of the words already taught, the student will spell out the word corresponding to each drawing. 85% degree of success.

D. Write exercises with minimal structural changes.

1. Given a list of masculine nouns ending in "o", the student will change them to the femenine. 95% degree of success.

2. Given a list of masculine nouns preceeded by the masculine definite article, the student will change them to the femenine writing also the appropriate article. 90% degree of success.

3. Given a list of short, simple statements, the student will turn them into written questions using the appropriate question word and the correct word order.

E. Write answers to questions.

1. Given a series of simple written questions based on material taught, the student will write logical answers with acceptable spelling and word order.

2. Given a narrative followed by a series of questions, the student will answer the questions according to

the narrative with logical word order and acceptable spelling.

V. Culture Knowledge: A majority of the students will attain these minimum objectives:

A. Given four situations in English, the student will correctly indicate the proper form of you to be used in two situations.

B. Given four teen-ages activities in the United States of America, the student will describe the similarity and/or differences to them in Mexico.

VI. Attitude. The student will:

A. Show awareness of various reasons for studying a foreign language.

1. Given discussion groups, he will participate.

2. Offered special projects he will participate, attending foreign language movies, watch television in foreign language, do research paper in English.

B. Express a positive attitude toward foreign language. Given an attitudinal questionnaire, the second and ninth weeks, he will indicate a positive attitude.

C. Pursue actively further study of the target language and culture.

1. Given an opportunity, the student will join a language club.

2. Given an opportunity, the student will seek and correspond with a pen pal.

3. Given an opportunity, the student will seek and develop any number of various relative projects.

C. Register for further courses of language study.

COURSE CONTENT

Grammatical Inventory

"Basic Dialogs"

NOUNS	NOUNS	NOUNS
Adela	Elena	Panamá
amiga	erre	papas
bananas	Estados Unidos	pata
barra	Eva	perro
barril	falda	pira
beca	ferrocarril	pluma
boda	foro	Raúl
caldo	forro	Roberto
carreras	lado	sábado
carro	lápiz	sala
casa	lata	señoras
casos	Lili	sofa
cera	lira	Susana
cero	María	teléfono
cerro	mes	Tere
cocina	moda	tía
coro	nido	uva
dato	nudo	vaca
día	nuez	vara
dos	ocho	

VERBS

comer

conocer

correr

dar

decir

empezar

estar

haber

ir

llegar

mirar

preguntar

querer

saber

salir

ser

usar

ver

INTERROGATIVE WORDS

¿adónde?

¿cómo?

¿con quién?

¿cuándo?

¿de dónde?

¿dónde?

¿qué?

¿quién?

ADVERBS

no

sí

INTERJECTION

¡hola!

Grammatical Inventory

"La Práctica"

NOUNS	NOUNS	NOUNS	VERBS
Adela	edición	Manolo	comprar
alemán	Elena	María	contestar
amiga	escuela	muchacho	decir
Ana	esquina	nación	echar
Arturo	español	noticias	escuchar
biblioteca	estación	plaza	estudiar
Blanca	Eva	Pedro	hablar
blusa	Fernando	presente	ir
camión	Flora	presidente	llamar
canción	francés	queso	llegar
carreras	gracias	Raúl	necesitar
carro	hambre	Ricardo	pasar
casa	hermano	Roberto	practicar
cinco	hombre	Rosita	preguntar
cine	hora	ruso	pronunciar
cocina	inglés	sala	querer
comida	Juan	señor	saber
cuna	leche	señora	
chica	Lili	Susana	
diez	llanto	zapatos	
discos	maestra		

ADJECTIVES

americana

claro

perezoso

ADVERBS

ahora

bastante

bien

entonces

hoy

todavía

ya

CONJUNCTION

porque

PRONOUNS

alguien

conmigo

EXPRESSIONS

más tarde

¿qué pasa?

tal vez

Grammatical Inventory

"La Madre"

NOUNS	NOUNS	NOUNS	NOUNS
año	discos	Lupe	regalo
Arturo	domingo	madre	Ricardo
autobús	España	maestros (as)	sábado
baile	espada	mañana	sed
baño	español	Manuel	seda
base	examen (es)	María	señor
bate	falda	martes	sofa
biblioteca	Fernando	medias	Srta. Pérez
Blanca	fiesta	mercado	Sr. Vargas
caldo	Flora	miércoles	Srta. Vargas
Camilo	francés	Miguel	Susana
Carolina	hambre	Mr. Pérez	teléfono
carreras	hombre	noticias	Teresa
carro	hora	Pablo	tiendas
chico (a)	inglés	padre	tío
cine	italiana	Paquito	uña
cocina	Juan	Pedro	vaso
comida	jueves	película	ventana
desfile	Lili	perro	verdad
día	lunes	puerta	viernes
dinero	Lucinda	Raúl	vote
			zapato (s)

Grammatical Inventory

"La Madre"

ADJECTIVES

blando
bonita
castaño
cinco
cuatro
dos
diez
doce
dulce
grande
mucho
nueve
ocho
once
seis
siete
tres
uno
una

EXPRESSIONS

con permiso

ADVERBS

ahora
antes
bastante
bien
casi
después
hoy
mejor
tampoco

PRONOUNS

algo
nada

INTERJECTION

adiós
caramba

CONJUCTION

para
porque

VERBS

apuntar
apurar
caminar
cerrar
comprar
contestar
dar
empezar
escuchar
estar
estudiar
hablar
ir
llegar
pasar
pensar
practicar
pronunciar
querer
saber
ser
ver

SUGGESTED PROCEDURES

This first unit introduces the sounds of Spanish and it is to be taught entirely audiolingually, before the students receive their books.

Ask the students to listen carefully before they try to repeat, and to follow instructions. Instructions should be clear enough for each student to understand what he is doing and why.

Before starting the teaching of the second and third units the teacher will distribute books to the students. However, it is recommended that the students have the books closed while the teacher is teaching.

When teaching regular -a class verbs it is recommended here that the students understand the concept of verb stem, theme vowel, and ending. Also they should be able to see that the subject of the sentence is refected in the ending, even if no subject is present.

Structure Drills

As soon as a new structure has been presented, it should be practiced in class. It is always best to begin by modeling the initial stimulus and response. Have the entire class repeat the response once in chorus.

a. English cue drills

b. Item Substitution

c. Person Number Substitution

d. Free Response. These are really questions from the situation on the dialog.

e. Free Substitution

f. Writing exercises

Use of Subject Pronouns. Emphasize that a Spanish sentence is complete without a subject pronoun , and that subject pronouns are used in Spanish only when it is necessary for clarity or emphasis.

Grammar:

Stem Alternation: e → ie; a-Class Verbs.

It is suggested to the teacher to write the verb forms on the board as he teaches these verbs.

It is suggested that the culture of this quin be given through formal and informal.

I. Research
   - A. Geographic and historicl aspects
   - B. Artistic aspects
   - C. Points of interest ot the traveler

II. Classroom Activity
   - A. Records
   - B. Dances
     - Teacher and student demonstrate
     - Show visuals
   - C. Songs
     - Play records
     - Use overhead projector
     - Use tape recorder
   - D. Field Trips
     - Lunch in typical Mexican restaurant.
     - Visit to a store of Mexican products (Dadeland)
     - See a Mexican movie

Resource Person: Sr. José Mainero

Delgado Mexicano de Turismo

100 Biscayne Boulevard

Miami, Florida 33132

EVALUATIONS

Listening Skills. Instrument for measuring behavioral objective IA-1

You will hear pairs of words. In each pair one word is English and the other is Spanish. You will indicate on your answer sheet for each pair of words whether the first word is English or Spanish by writing E or S.

dose	- dos	Peter	- pira
lo	- low	meter	- mira
cone	- con	Tere	- Teddy

Speaking Skills. Instrument for measuring behavioral objective IIC-1

You will hear a series of short, simple questions. Answer each question orally using one or two words.

1.	¿Adónde va ella?	Va allí
2.	¿Con quién está él?	Con Susana
3.	¿Dónde está Raúl?	En el carro
4.	¿Está la olla allí?	No, no está
5.	¿Cuándo llega?	Ahora

Instrument for measuring behavioral objective IIIC-2

Read the narrative and match the questions following with the appropriate answer.

> Elena vive en California. Ella estudia español. Elena practica español. Ella escucha discos en español. Lilí llega a casa de Elena. ¿Por qué no practicamos español, Elena? - dice Lilí. Las dos chicas practican español. Lilí pronuncia muy bien.

1. ¿Dónde vive Elena?

2. ¿Qué estudia Elena?

3. ¿Qué escucha Elena?

4. ¿Quién llega?

5. ¿Qué practican las dos chicas?

6. ¿Pronuncia Lilí bien o mal?

a. Vive en la Florida.

b. Practican español.

c. Elena vive en California.

d. Elena estudia francés.

e. Lilí llega.

f. Elena estudia español.

g. Lilí pronuncia bien.

h. Elena escucha discos.

Instrument for measuring behavioral objective IVE-2

Answer the questions according to the narrative.

Adela llama a su amiga por teléfono. Adela quiere ir a las carreras. La amiga de Adela no está en casa. Raúl llega a casa de Adela. Raúl y Adela van a las carreras.

1. ¿Quién llama por teléfono?

2. ¿Por qué llama Adela a su amiga?

3. ¿Está la amiga en casa?

4. ¿Dónde está la amiga?

5. ¿Quién llega?

6. ¿Quién va con Adela a las carreras?

Culture Knowledge

Instrument for measuring performance objective VA

After reading the following English sentences, state, when, if translated into Spanish, you use tú or usted.

Do you practice Spanish?

a. Talking to a teen-age friend (tú)

b. Talking to a young relative (tú)

c. Talking to an older person you don't know too well (Ud.)

Attitude

Instrument for measuring performance objective VIA-2

The teacher will offer during the first week many possible extra projects and encourage individual participation.

REFERENCES

Bauer, Olga. Cortesía y etiqueta modernas. Madrid: Aguilar S.A., 1967.

Brooks, Nelson. "Teaching Culture in the Foreign Language Classroom." Foreign Language Annals, March, 1968, pp. 204-217.

Brown, Ina Corinne. Understanding Other Cultures. Englewood Cliffs, New Jersey: Prentice - Hall, 1963.

Castro, Americo. The Structure of Spanish History. Princeton, New Jersey: Princeton University Press, 1954.

Copeland, Leila S. and Dovell, J. E. La Florida; Its Land and People. Texas: The Stock Company, Publishers, 1957.

Dade County Public Schools. Spanish Supplementary Materials. ALM Spanish Units 1-14, Curriculum Bulletin 20J. Miami, Florida: Dade County School Board, 1964.

_____. Sonidos de la vida diaria, Curriculum Bulletin 20M. Dade County School Board, 1969.

_____. Orientation to Spanish Culture, Curriculum Bulletin 20L. Dade County School Board, 1968.

_____. FLES-7 Spanish, Curriculum Bulletin 20-FL Dade County School Board, 1966.

Gibson, Charles. Spain in America. New York: Harper & Row, 1966.

Green, Jerald R. A Gesture Inventory for the Teaching of Spanish. New York: Chelton Company, 1968.

Grittner, Frank M. Teaching Foreign Languages. New York: Harper & Row. Publishers, 1969.

Harcourt, Brace & World, Inc., Publishers. ALM Spanish 1, second edition. New York: Harcourt, Brace & World, Inc., 1969.

Henriquez Ureña, Pedro. Historia de la Cultura en la América Hispana. Mexico: Fondo de la cultura economica, 1961.

Jernigan, Ernest H. Florida; Past, Present, Future. Florida Research Press, Ocala, Florida, 1964.

Lado, Robert. Language Teaching A Scientific Approach. New York: McGraw-Hill, Inc., 1964.

_____. Language Testing, The Construction and Use of Foreign Language Tests. London: Longmans, Green and Co., 1961.

_____. Linguistics Across Cultures. Ann Arbor, Michigan: The University of Michigan Press, 1957.

Modern Language Association of America. A Handbook on Foreign Language Classroom Testing: French, German, Italian, Russian, Spanish. New York: Modern Language Association of America, 1968.

Oliva, Peter F. The Teaching of Foreign Language. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1969.

Plaza, Galo. Latin America Today and Tomorrow. Washington: Acropolis Books Ltd., 1971.

Politzer, Robert L. and Bartley, Diana E. Practice - Centered Teacher Training: Spanish. Philadelphia: The Center for Curriculum Development, Inc., 1970.

Politzer, Robert L. and Staubach, Charles N. Teaching Spanish, A Linguistic Orientation. New York: Blaisdell Publishing Co., 1965.

Rivers, Wilga M. Teaching Foreign Language Skills. Chicago: The University of Chicago Press., 1969.

Stockwell, Robert P. and Bowen, Donald. The Sounds of English and Spanish. Chicago: The University of Chicago Press, 1965.

Valette, Rebecca M. Modern Language Testing. A Handbook. New York: Harcourt, Brace & World, Inc., 1967.

AUDIO-VISUAL MATERIALS

Slides

Spanish Media Package Series. Miami, Florida: Dade County Schools, 1970.

Tapes

Dade County Public Schools. Dade ALM (tapes). Miami, Florida: Dade County School Board, 1967.

Harcourt, Brace & World. ALM Spanish, Second Edition. New York: Harcourt, Brace & World, Inc., 1969.